Bossier Parish Community College
Master Syllabus

Course Prefix and Number: OCTA 206 **Credit Hours:** 2

Course Title: Therapeutic Interventions I

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required Textbooks:
Hall, Cheryl; Occupational Therapy Toolkit; 7th edition
Patnaude, Mary; Physical Dysfunction Practice Skills for the Occupational Therapy Assistant; 4th Edition (also required for OCTA 203)

Supplemental Textbook:
Pendleton, Heidi McHugh and Schultz-Krohn, Winifred; Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction, 7th Edition

Course Description:
This course will provide and apply knowledge in patient care, body mechanics, therapeutic modalities, and orthotics that will be used to increase the individual's participation in areas of occupation across the life span. Topics include assessment of vital signs, patient equipment management, transfers and positioning, range of motion, manual muscle testing, assistive technology, functional ambulation and splinting. Skills such as observation, activity analysis, modalities and their therapeutic value will be introduced.

Relationship to Curriculum Design:

This course is designed to assist the student in **professional and personal development** by providing knowledge about how to apply safe and proper handling techniques in a variety of areas of patient care and utilize problem solving and critical thinking skills to implement the use of vital signs assessment, assistive technology, modalities and orthotics to increase occupational independence and performance. This course emphasizes the effects of disease or disability on an individual's daily performance. The beginning stages of the OT process are practiced and assessed through formal and informal methods in a variety of settings. Students are further guided through assessment and observation experiences which incorporate oral and written communication and **clinical reasoning skills** that continue to increase in complexity. **Evidence-based practice** is applied by applying formal and informal assessment to a variety of adult conditions. Students are encouraged to think critically to interpret patient responses as well as assessment data in order to use problem solving skills to achieve the appropriate response. Students will begin to utilize the collected data in order to form the most appropriate **occupation-based** activities that interest the client. Through the utilization of assistive technology, the students will apply this knowledge in assisting individuals to become more independent in daily tasks as well as in their community. Students will donate appropriate assistive technology devices to occupational therapy clinics in the **community** to assist clinics in

addressing occupational needs of their clients. Interactive and student-centered learning is emphasized through class discussion, group activities, interactive labs, case studies, role-play, presentations, and reflection.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, quizzes, group activities, video analysis, lecture, fieldtrips, skills training and demonstration, and role-play
Students will demonstrate learning through:

1. Assigned readings
2. Student participation through completion of:
    a. Pre-class activities and prep work
    b. Learning through group discussion and class activities
    c. Independent assignments
    d. Discussion board activities
    e. Lab activities/Lab Practicals
    f. Exams

Learning Outcomes:
At the end of this course the student will be able to:

A. demonstrate correct procedures in assessing and reporting patient vital signs, handling specialized medical equipment, safety techniques and infection control.
B. utilize knowledge of common durable medical equipment in the assessment and intervention processes of functional ambulation.
C. demonstrate safe and proper handling techniques for self and patients during transfers, repositioning, maneuvering wheelchair, functional ambulation, and community mobility.
D. explain the role of the OTA in using appropriate assistive technology as an integral part of occupational therapy intervention.
E. demonstrate an understanding of the purposes and principles of orthoses fabrication as well as the indications and contraindications.
F. demonstrate competency in assessing and calculating range of motion and muscle strength
G. demonstrate an understanding of the role of health promotion, health literacy, and support for the quality of life, well-being and occupation for individuals to promote mental health, safety and prevention of injury and disease.

Course Objectives
To achieve the learning outcomes, the student will:

1. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. **(B.3.4.) G**
2. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and

scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. **(B.3.7.) A,C**

3. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(B.4.1) G**
4. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(B.4.3.) B**
5. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. **(B.4.10) A, B, G**
6. Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. **(B.4.11.) B,C**
7. Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.
   Train in the safe and effective use of prosthetic devices. **(B.4.12.) E**
8. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. **(B.4.13.) C, D**
9. Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access. (**B.4.14) B, C**
10. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances**. (B.4.18) C, G**
11. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. **(B.4.19)**
12. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:
    - To design activities and clinical training for persons, groups, and populations.
    - To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(B.4.21.) G**
13. Demonstrate awareness of the principles of interdisciplinary team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(B.4.25.) B,C**
14. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. **(B.4.27.) G**
15. Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services**. (B.5.7.) G**
16. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. **(B.7.3.) G**

17. Demonstrate proper techniques for assessing and reporting patient vital signs. **A**
18. Identify standard precautions in preventing accidents and disease in the clinic. **A**
19. Demonstrate proper techniques of hand washing and handling specialized medical equipment. **A**
20. Describe guidelines for handling various emergency situations **A,C**
21. Identify and demonstrate safety issues in functional ambulation. **A,C**
22. Identify the components necessary to perform a wheelchair evaluation. **B,C**
23. Identify wheelchair safety considerations. **B,C**
24. Demonstrate principles of proper body mechanics and positioning necessary in performing various transfer techniques. **B, C**
25. Identify considerations necessary to determine the appropriate transfer method based on the client's clinical presentation. **B,C**
26. Identify important landmarks in the anatomy of the hand including arches and other structural elements that contribute to hand function. **E**
27. Describe the three major purposes and goals of splints and when they should be employed. **E**
28. Explain basic pattern-making, fabrication, and strapping principles and techniques. **E**
29. Recognize indications for soft splinting, static splinting and dynamic splinting. **E**
30. Describe the role of the OTA in splint fabrication, patient education, splint monitoring and documentation. **E**
31. Discuss the functional motion assessment process **F**
32. Discuss and demonstrate the role of the OTA in joint measurement and general principles of joint measurements **F**
33. Describe the role of the OTA in evaluation muscle strength and identify purposes of muscle strength testing **F**
34. Describe the relationship between joint ROM and muscle testing **F**
35. Demonstrate muscle testing procedures for each of the upper extremity muscle groups, including positioning, palpation, observation and application of resistance **F**
36. Describe the role of the COTA in wellness and health promotion **G**
37. Describe models of health promotion practice **G**
38. Express support for the quality of life, well-being, and occupation of the individual, group or population to promote physical and mental health and prevention of injury and disease considering the context. **G**
39. Demonstrate understanding of assistive technology and contrast it with rehabilitative technologies. Identify basic AT services, devices, and their funding source.
40. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. **(B.4.17)** A

Topical Outline

I. Health Promotion
- A. Definition
- B. Roles and responsibilities
- C. Theory and models
- D. Intervention strategies

II. Patient Care

A. Vital signs
    1. Pulse oximetry
    2. Blood pressure
    3. Heart rate
    4. Respiration

B. Infection control
    1. Universal precautions
    2. Hand washing
    3. Isolation

C. Incidents and emergencies
    1. falls
    2. Burns
    3. Bleeding
    4. Shock
    5. Seizures
    6. Insulin related illnesses
    7. Respiratory distress
    8. Choking and cardiac distress

D. Patient Equipment management
    1. Hospital beds
    2. Feeding devices
    3. Ventilators
    4. monitors
    5. Catheters
    6. Compression garments

III. Assessment of Joint Range of Motion
- A. Role of the OTA in Joint Measurement
- B. General Principles of Joint Measurement
- C. Method of Joint Measurement
- D. The Goniometer
- E. Procedure for Joint Measurement
- F. Procedures for Goniometric Measurement and testing of selected upper extremity motions
- G. Screening for Functional Range of Motion

IV. Assessment of Muscle Strength
- A. Role of the OTA in evaluating Muscle strength
- B. General purposes of muscle strength measurement
- C. Methods of Evaluation
- D. Relationship between Joint ROM and Muscle Testing
- E. Factors influencing muscle function
- F. Muscle grades
- G. Functional muscle testing

V. Transfers/Body Mechanics
- A. stand pivot
- B. sliding board
- C. bent pivot
- D. dependent

VI. Assistive Technology and Adaptive Equipment
- A. Definition
- B. Identification
- C. Funding

VII. Mobility
- A. Basics of Ambulation
  1. Orthotics
  2. Walking aids
- B. Functional Ambulation
  1. Kitchen ambulation
  2. Bathroom ambulation
  3. Home management ambulation
- C. Community Mobility
  1. Driving
  2. Community access
- D. Wheelchair assessment
  1. Wheelchair ordering considerations
  2. Wheelchair selection
  3. Wheelchair measurement
  4. Wheelchair safety

VIII. Orthotics
- A. Hand Splinting
  1. Anatomical structures of hand
  2. Prehension and grasp patterns
  3. Mechanics of hand and principles of splinting
  4. Splint classifications
  5. Indications and contraindications of splinting
  6. Fabrication
- B. Suspension arm devices and mobile arm supports

IX. Therapeutic Occupations and Modalities
- A. Purposeful activity
- B. Activity analysis
- C. Activity selection
- D. Therapeutic exercise
- E. Physical Agent modalities
  1. Thermal modalities
  2. Electrical modalities

Course Grading:

The student's grade for this course will be based on:

- Written Exams which are 60% of final grade
- Lab Practicals which are 30% of final grade
  - Lab Practical test 25% of final grade
  - Final Comprehensive Cased base learning practical 5%

- Lab Activities,class Activities, assignments, course notebook, fieldwork requirements, participation, professional behavior and attendance (assessed by rubric) which comprise 10% of final grade

Instructional methods include presentation, case studies, small group activities, video presentation, role play, and skills training and demonstration.

Canvas Modules contain:

- Prep Work
- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also "testable" material
- Discussion Board assignments and Assignments to be uploaded (if applicable)
- Lecture Activities

Assignments

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

Course Requirements: To earn a grade of "C" or higher the student must earn 70% of the total possible points for the courses and achieve all of the course requirements listed below:

- Satisfactory completion of all assignments (minimum score of 75%)
- Successful completion of fieldwork requirements – See Fieldwork addendum for specific objectives and assignments

Course Grading Scale:

A- 90% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments and presentations and participation

B- 80-89% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments, presentations and participation

C- 70-79% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments, presentations and participation

D- 60-69% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments, presentations and participation

F- Less than 60% of total possible points; or less than 75% average on laboratory practical tests; or failure to satisfactorily complete or present lab assignments, presentations and participation

Students must have a "C" or better and a semester GPA average of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

** Lab competencies are scored differently than written exams. All mistakes result in a point deduction for grading purposes. However, failure to demonstrate fundamental competency, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in an immediate failing score. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor but the responsibility of the student. The student will be given up to two additional testing attempts to demonstrate competency. If unable to safely, competently and professionally execute the skill on subsequent attempts, the student will be given a failing grade for the course and will not continue in the clinical program. The remediation scores will not replace the first attempt test score.

Student Expectations:

a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
b. ***One*** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
f. ***Active*** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
g. Preparation is required to engage in class activities.
h. Professional behaviors and development are integral parts of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
i. Advising appointment requests with faculty must be made in writing.

More detailed information available in the OTA Program Student Handbook.

Professional Behavior:

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a "professional." Students are expected to conduct themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

Netiquette

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors

- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

Attendance Policy: The college attendance policy, which is available at http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance, allows that "more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses." The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA
Angie Cao, Student and Disability Services Specialist
Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111
318-678-6511
acao@bpcc.edu
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
Human Resources Office, A-105
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6056
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Reviewed by M. Allison 5/22